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ABSTRACT

This document contains lesson plans on three topics: positive expectations and the self-fulfilling prophecy, nonverbal communications, and time management. The lessons are intended for use by vocational and technical education teachers. Each lesson plan consists of an introduction, presentation, outline of instruction and summary, keyed to instructor and student activities. Each lesson plan also contains an objective, a list of instructional materials needed, transparency masters, student handouts, recommended film(s) and suggested references. Classroom time for the lessons ranges from one to two hours. (KC)

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ED260294

INSTRUCTIONAL LEADERSHIP

LESSON PLANS ON TOPICS OF IMPORTANCE TO VOCATIONAL AND TECHNICAL INSTRUCTORS

Prepared by

Clifton P. Campbell

September 1985

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TOPIC 1

POSITIVE EXPECTATIONS AND THE SELF-FULFILLING PROPHECY

TOPIC: Positive Expectations & the Self-Fulfilling Prophecy

CLASSROOM TIME: 1 hour, 30 minutes

INSTRUCTIONAL MATERIALS:

Chalkboard, chalk, & eraser

Transparencies:

A. ATTITUDES
B. KEYS FOR IMPROVING SELF-CONCEPTS
C. TO EXHIBIT POSITIVE EXPECTATIONS
D. FACTORS THAT PRODUCE THE PYGMALION EFFECT

Handout:

Information sheet No.
Title: Positive Pygmalion Instructors

16 mm Film:

Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect (see attached media evaluation)

TERMINAL OBJECTIVE:

After a lecture discussion and a film, "The Pygmalion Effect," discuss the effect of positive and realistic expectations on relationships with students.

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
I. INTRODUCTION		
A. This lesson presents information on positive expectations, and realistic expectations. It covers ways to (a) convey confidence that all students can and will learn, (b) encourage their effort and progress, and (c) support learner excellence and achievement by enhancing their self-concept.		
II. PRESENTATION		
A. The development of a positive self-concept in the learner is of the utmost importance in establishing the proper climate for learning. Students must believe they can succeed if they are indeed to be able to succeed.		
B. Think for a moment about a task you tried but feared because you thought you could not succeed in doing it, like the first time you drove a car, or spoke before a large group of people, etc.	Ask the class if while learning or first performing the task, someone gave them encouragement and built up their self-confidence.	
C. Did you feel good about success? Were you willing to try something new and different again within a short period of time? If you answered yes, you were among the millions of people who develop a good self-concept through success which builds the foundation for future relationships and/or learning. Self-concept is the sum total of the perceptions, ideas, and attitudes we have developed about ourselves.		

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
1. Perceptions are the result of sensory information, the raw material that we collect and absorb about ourselves from our environment.		
2. Ideas are a mental image, something assumed or sensed.		
3. Attitudes are emotionally charged ideas influenced by our experiences, feedback from personal interactions, and feelings of success or lack of success.	Show transparency A. ATTITUDES	
D. A healthy self-concept is characterized by:		
1. Clear estimation of values and self-worth.		
2. Recognized strengths and weaknesses.		
3. Sense of worth, even in the face of failure.		
4. Adaptability to experience and change.	Show transparency B. KEYS FOR IMPROVING SELF-CONCEPTS	
5. Capacity for accepting others.		
E. Psychological and emotional conditions influence both the gathering of information and the processing of it into final learning. The student is inclined to process information the instructor gives in a manner that best suits his purpose and is non-threatening. Adams' and Biddle's (1970) research coded 32 videotaped classroom lessons. Less than half of one percent of the time was spent on feelings or interpersonal relations. They concluded that the classroom is an "emotional desert."		

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
F. When an instructor conveys to a student that "he can" long enough, strongly enough, and consistently enough, students begin to believe they can and will behave as the instructor expects. This is called the Pygmalion effect. A student's development of self-concept is dependent on external factors. Opinions instructors have of an individual are expressed by word, tone of voice, facial expression, and behavior.		
G. The superior instructor clearly believes in the students' basic worth and ability to perform effectively. Having positive expectations for their capabilities goes a long way to ensure the desired result, be it the solution of a problem or the proper operation of equipment. An instructor's positive expectations make a student feel stronger and more confident; as a result, they feel more capable of tackling a problem.		
H. The superior instructor understands the psychosomatic relationship of mind over body; that the body expresses what the mind is concerned with.		
I. Five actions an instructor can take to exhibit Positive Expectations: 1. Focus & build on a student's strengths, not weaknesses. 2. Express positive expectations about the student's ability to achieve.	Show transparency C. TO EXHIBIT POSITIVE EXPECTATIONS	

3. Listen and pay close attention to the individual.

4. Emphasize the student's worth.

5. Believe in yourself and have confidence in your ability to make a positive impact on an individual's performance and productivity.

J. The Self-Fulfilling Prophecy: Pygmalion Effect, illustrates some desirable effects of having positive expectations and contrasts these with undesirable effects of negative expectations. As pointed out on the film, the instructor who has positive expectations does more than merely exercise "the power of positive thinking." Rather, the instructor who has positive expectations treats the student differently, both in what is said and in how he or she behaves toward the student.

Introduce the film: Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect (28 min. long)

Tell the class that as they watch the film they should look for the effects of positive expectations on: (print on chalkboard)

- Eliza Doolittle;
- The "intellectual bloomers";
- George Johnson;
- High-aptitude welding trainees.

After showing the film, take 15-20 minutes to ask and discuss the following questions:

OUTLINE OF INSTRUCTION

K. Four factors that produce the Pygmalion Effect:

1. Set an accepting, encouraging mood for students. This includes warmth, attention, smiling & nodding appreciatively (positive non-verbal communication).

2. Give students more verbal clues about their performance, more reaction, more praise, and sometimes more criticism - all of which help in teaching the student what is needed for improvement.

3. Encourage students to ask questions. Urge them to respond to instructions. Involve students and use their input when possible.

4. Lead by example. Reinforce students in a positive way; allow them time to perform a task correctly; give them the benefit of the doubt; be generous with sincere compliments.

INSTRUCTOR ACTIVITY

How were positive expectations communicated with reference to each of the people observed in the film?

Give examples from personal experiences of how positive expectations by an instructor led to desirable results.

Show transparency D. FACTORS THAT PRODUCE THE PYGMALION EFFECT

Climate: The instructor establishes an accepting, encouraging atmosphere; this is communicated largely by verbal and nonverbal means such as tone of voice, gestures and eye contact.

Feedback: The amount and quality of feedback that an instructor gives will vary depending on his or her expectations for an individual. More feedback of a specific nature about existing strengths and ways to improve performance is given to students who are expected to do well.

STUDENT ACTIVITY

OUTLINE OF INSTRUCTION

INSTRUCTOR ACTIVITY

STUDENT ACTIVITY

Input: Refers to the amount of information provided to a student about his or her expectations for a task or project. The instructor who expects a student to do well provides more background information and communicates a willingness to be available as a resource.

Output: Refers to the extent to which the instructor encourages output from the student. Instructors with high expectations find ways to provide more challenging assignments that will lead to an increase in the quality of a student's work.

L. In spite of positive expectations, the superior instructor does not approach his or her class wearing rose-colored glasses. The instructor should have a very practical, down-to-earth appreciation of the reality of human limitations.

Discuss realistic expectations

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
M. Realistic expectations enable the instructor to see clearly the personal blocks and world blocks that may prevent a person from solving a problem or learning how to operate a piece of equipment. With such an understanding of the situation, the instructor can give proper guidance to the student.		
N. It is important to differentiate between having realistic expectations of people and having negative expectations. As the film "The Pygmalion Effect" showed, negative expectations, which often involve "prejudging," "getting down on," or "giving up on" a person, can lead to very undesirable fulfillment of the negative expectations.	Ask the class for examples from their experience of how realistic expectations by an instructor or supervisor led to desirable results.	

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
III. SUMMARY AND CONCLUSIONS		
A. It is difficult for the instructor who does not possess self-confidence to promote and to build self-esteem in others. Mental alertness and preparedness give the instructor confidence. Each student should believe that the instructor is concerned with his individual needs. The instructor should provide many genuine experiences of success for all students and encourage their effort and achievement.		
B. Having realistic expectations actually goes hand-in-hand with positive expectations; they ensure that positive expectations can be realized. Realistic expectations serve to alert the student to some of the anticipated obstacles to the positively expected outcome of a situation.	Distribute the Information Sheet: POSITIVE PYGMALION TEACHERS	

ATTITUDES

Emotionally charged ideas influenced by our experiences, feedback from personal interactions, and feelings of success or lack of success.

KEYS FOR IMPROVING SELF - CONCEPTS

1. PRAISE YOURSELF
2. PRAISE OTHERS
3. EVALUATE REALISTICALLY
4. SET REALISTIC GOALS AND
5. TEACH OTHERS TO DO LIKEWISE

TO EXHIBIT POSITIVE EXPECTATIONS

1. FOCUS & BUILD ON A STUDENT'S STRENGTHS, NOT WEAKNESSES

2. EXPRESS POSITIVE EXPECTATIONS ABOUT THE STUDENT'S ABILITY TO ACHIEVE.

3. LISTEN AND PAY CLOSE ATTENTION TO THE INDIVIDUAL.

4. EMPHASIZE THE STUDENT'S WORTH.

5. BELIEVE IN YOURSELF AND HAVE CONFIDENCE IN YOUR ABILITY TO MAKE A POSITIVE IMPACT ON AN INDIVIDUAL'S PERFORMANCE & PRODUCTIVITY.

FACTORS THAT PRODUCE THE PYGMALION EFFECT

1. SET AN ACCEPTING, ENCOURAGING MOOD FOR STUDENTS. THIS INCLUDES WARMTH, ATTENTION, SMILING AND NODDING APPRECIATIVELY (POSITIVE NONVERBAL COMMUNICATION).

2. GIVE STUDENTS MORE VERBAL CLUES ABOUT THEIR PERFORMANCE, MORE REACTION, MORE PRAISE & SOMETIMES MORE CRITICISM - ALL OF WHICH HELP IN TEACHING THE STUDENT WHAT IS NEEDED FOR IMPROVEMENT.

3. ENCOURAGE STUDENTS TO ASK QUESTIONS. URGE THEM TO RESPOND TO INSTRUCTIONS. INVOLVE STUDENTS AND USE THEIR INPUT WHEN POSSIBLE.

4. LEAD BY EXAMPLE. REINFORCE STUDENTS IN A POSITIVE WAY; ALLOW THEM TIME TO PERFORM A TASK CORRECTLY; GIVE THEM THE BENEFIT OF THE DOUBT; AND BE GENEROUS WITH SINCERE COMPLIMENTS.

WAYS TO ENHANCE SELF ESTEEM

The following are some ways to inspire motivation and enhance self-esteem:

1. Give special assignments and provide feedback on performance.

2. Give complete directions including performance standards and reasons.

3. Recognize achievement. Praise others.

4. Show constructive concern about performance problems.

5. Listen actively.

6. Take the ideas of others seriously and write them down.

7. Accept the opinion of others.

8. Accept differences in others.

9. Express feelings.

10. Recognize feelings.

11. Recognize important events in the lives of others.

12. Spend time with others.

13. Support the actions of others.

14. Ask for opinions on how to solve problems.

15. Delegate.

16. Ask for help.

17. Share experiences.

18. Admit it when you are wrong.

19. Say "you are right".

20. Repeat compliments from others.

21. Use positive non-verbal communication.

22. Establish and keep follow-up dates.

23. Share information.

TITLE: Positive Pygmalion Instructors

INFORMATION SHEET NO:

INTRODUCTION:

This information sheet deals with the Self-Fulfilling Prophecy or Pygmation Effect.

REFERENCES:

INFORMATION:

Instructors who are Positive Pygmalions are usually the most effective. They have certain characteristics in common that make the self-fulfilling prophecy work to their advantage. These characteristics include the following:

1. Belief in themselves and confidence in their ability to make a positive impact on an individual's performance and productivity.

2. Belief in their ability to develop the talents of their students -- to relate, train, and motivate them. Confidence in their ability to teach makes them try much harder to make sure the student succeeds.

3. Ability to communicate to students that their expectations are realistic and achieveable. If students are encouraged to strive for unattainable goals, they eventually give up trying and settle for results that are less than they are capable of achieving.

4. Belief that students can learn to make decisions and to take the initiative. They thus encourage their students and allow them to do so, assuming the best rather than the worst from them.

Instructors who are Negative Pygamalions would, of course, have just the opposite characteristics.

There are four factors or influences that produce the Pygmalion Effect. These factors include both nonverbal and verbal forms of communicating expectations. Instructors who expect good things from their students and others appear to provide the following:

1. Climate: An accepting, encouraging atmosphere for students. This includes warmth, attention, smiling, nodding appreciatively (positive nonverbal communication).

2. Feedback: More verbal clues about performance, more reaction, more praise, and sometimes more criticism -- all of which help in teaching the student what is needed for improvement.

3. Input: More background information and encouragement to ask more questions. He/she involves the students and uses their input.

4. Output: Leading by example. He/she positively reinforces the students; allows time to do a job correctly; gives them the benefit of the doubt; and rewards them with valid, real rewards. Finds ways to provide more challenging assignments that lead to an increase in the quality of a student's work.

Instructors not only shape the expectations and productivity of their students, but also influence their attitudes toward education, jobs and themselves. If instructors are skillful and have high expectations for their students, the self-confidence will grow, their capabilities will develop, and their accomplishments will be many. More often than they realize, these instructors will be Positive Pygalions.

MEDIA EVALUATION

Title: Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect

16 mm: X **Video Cassette:** _____ **No. of Reels/Cassettes:** 1

Subject-Matter Field: Management/Supervision/Leadership/Teaching

Date Produced: 1974 **Producer:** _____

Distributor/Source: McGraw-Hill Training Systems, P. O. Box 641,

Del Mar, CA 92014 Phone (619) 453-5000

Sound: X **Silent:** _____ **B&W:** _____ **Color:** X **Time Length:** 28 min.

Rental Cost: $125.00 **Purchase Price:** $625.00 **Preview Cost:** Free

UT Library Code: 3 9029 007042157/HF5549.5.I5P7 1975B

Date of Evaluation: June 1984

Names and Titles of Evaluators: Clifton P. Campbell

SYNOPSIS:

The power of expectations can influence the behavior of others. Includes teacher/student examples.

By setting high goals and expecting them to be met, an individual can make a positive impact on performance and productivity.

Combining animation and live action, the film illustrates and examines the self-fulfilling prophecy or the Pygamalion Effect - where people tend to perform in accordance with what their leaders expect of them.

Begins with bank failures in 1930's. Expectation of disaster becomes self-fulfilling.

When you are motivating others, paint the picture of what achievement looks and feels like. Demonstrate your own confidence and belief in their ability to achieve. Rather than say, "we will continue to test until your grades improve," motivate with, "I've been observing your performance and want you to know that I'm encouraged with your progress."

I. Write below the major purposes for which this film could be used. Rate probable value for each purpose.

	LOW	HIGH
1. Motivation	1 2 3 4	(5)
2. Training	1 2 3 4	(5)
3. Leadership	1 2 3 4	(5)

II. Recommended grade level for above purposes:

Primary	_____	Elementary	_____
Junior High	_____	Senior High	_____
College	X	Adult	X

III. Quality:

	Poor	Fair	Good	Excellent
Sound	_____	_____	_____	X
Photography	_____	_____	_____	X
Narration	_____	_____	_____	X

IV. Note special strengths or weaknesses:

V. Your general estimate of the value of the film:

Poor _____ Fair _____ Good _____ Excellent X

TOPIC 2

NONVERBAL COMMUNICATIONS

TOPIC: Nonverbal Communications

CLASSROOM TIME: 2 Hours

INSTRUCTIONAL MATERIALS:

Chalkboard, chalk, and eraser

Transparencies:

A. NONVERBAL COMMUNICATION
B. FACIAL EXPRESSIONS
C. GESTURES
D. BODY POSTURE/ATTITUDES
E. 3 FORMS OF NONVERBAL COMMUNICATION

Handout:
Information Sheet No:
Title: Body Language

16 mm Film:
Communication: The Nonverbal Agenda
(see attached media evaluation)

REFERENCES:

Fast, J.R. (1970). Body language. New York: M. Evans.

Hall, E.T., & Hall, M. (1971, January). The sounds of silence. Playboy, 18 (6), pp. 138, 140, 148, 204, 205.

Hayakawa, S.I. (1964). Language in thought and action (2nd ed.), New York: Harcourt, Brace, & World.

Morris, D. (1977). Manwatching: A field guide to human behavior. New York: H.N. Abrams.

TERMINAL OBJECTIVES:

1. Write the three major reasons why nonverbal communication is important with 100% accuracy within 10 minutes.

2. List the three major forms of nonverbal communication, without error, in five minutes.

Nierenbert, G.I., & Calero, H. (1971). How to read a person like a book. New York: Hawthorn Books.

You, the jury. (1984, Spring). Psychology Today, pp. 70-76.

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY

I. INTRODUCTION

A. Nonverbal communication has been used through out the history of humanity. It is the first form of communication learned by a child. This preverbal "body language" is used consciously and unconsciously, every day, to tell others how you feel about yourself and them. Body language includes: (a) facial expressions; (b) gestures; (c) posture; (d) costume; and (e) treatment of time, space and material things.

Many of life's major events are nonverbal. We usually remember the nonverbal related to the first date, graduations, deaths, etc. It is also apparent that in many situations the exchange of meanings is accomplished almost solely by nonverbal behavior. While many people have some ideas about nonverbal communication, much of what they know may not be at the conscious level. For these and other good reasons we ought to be aware of our own nonverbal behavior and be able to assess accurately the feelings, emotions, intentions, and motivations of those with whom we communicate.

B. Adult Americans generally assume that their nonverbal signals are natural. We feel that those who practice other forms of body language are behaving strangely.

The meaning of nonverbal cues tends to be influenced by the age and culture of the person sending the message. Younger children and people with fewer verbal skills tend to rely heavily on nonverbal behavior. In addition, certain things related to nonverbal communication are cultural in nature. For example, the left hand doesn't have any particular significance in American culture, but in the Moslem countries of the Middle East it is the "toilet hand" and should not be used for eating. Desmond Morris, in his book Manwatching, identifies many of the nonverbal gestures that have a meaning in one culture, but in another are either not understood, have no meaning at all, or, in some cases, have an obscene meaning.

C. Major reasons for nonverbal communication include:

1. Nonverbal factors are the major determinates of meaning.
2. Feelings and emotions are more accurately exchanged.
3. Nonverbal communication is relatively free of deception.
4. Nonverbal cues are more efficient.
5. Nonverbal cues are more suitable for suggestions.

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
II. PRESENTATION		
A. Nonverbal communication is important for three major reasons.		
1. Nonverbal cues convey most of the message in human interaction. They can be more powerful than the verbal message.	Show transparency A. NONVERBAL COMMUNICATION	
2. Facts can be exchanged verbally; but feelings and emotions are more accurately exchanged by nonverbal than verbal means.		
3. Nonverbal communication tends to be more accurate than verbal.		
B. Researchers consistently find that nonverbal cues are the main source of meaning in interaction. For example, Argyl found "the nonverbal messages outweighed the verbal ones by at least 5 to 1, and where they were in conflict the verbal messages were virtually disregarded." Folk sayings bear this out. We have all heard the familiar adages, 'What you do speaks so loudly I can't hear what you say' or 'Actions speak louder than words.' Simply put, this means that people pay a lot more attention to the nonverbal than the verbal cues.		This is the first reason verbal communication is of such importance. Write it down so that you will remember it.

OUTLINE OF INSTRUCTION

C. It has been said that we communicate our true feelings and emotions without words. This is because nonverbal messages are often sent unconsciously. We do not control them with our minds. For example, we

1. raise an eyebrow(s) when skeptical
2. rub our nose for puzzlement
3. clasp our arms to isolate or protect ourselves
4. shrug our shoulders for indifference
5. wink one eye for intimacy
6. tap our fingers for impatience
7. slap our forehead for forgetfulness
8. smile to show pleasure or affirmation

Judges have long recognized the reliability of information provided by involuntary cues. (Psychology Today focuses on this issue in an article "You the Jury". Even when we try to send a specific message, we most often convey the truth nonverbally.)

INSTRUCTOR ACTIVITY

STUDENT ACTIVITY

Have students pick a partner. One give the first reason for the importance of nonverbal communication; the other, in turn, should give the second.

1. Nonverbal messages are the main source of meaning in interaction and
2. Nonverbal messages usually carry the truth.

OUTLINE OF INSTRUCTION

D. All people communicate on different levels at the same time, but are usually aware of only the verbal dialogue and don't realize that they respond to and with nonverbal messages. But when a person says one thing and really believes something else, the discrepancy between the two can usually be sensed. Nonverbal communication is much less subject to the conscious deception that often occurs in verbal statements. When we find ourselves thinking, "I don't know what it is about him, but he doesn't seem sincere," it is usually this lack of congruity between a person's words and his behavior that makes us uncomfortable.

Verbal and nonverbal messages may be supportive of one another or they may be in conflict. The confident verbal statement may be contradicted by an anxious facial expression or a nervous gesture. Sometimes the verbal and nonverbal messages are congruent (++); I tell you that you have done a good job and I smile and turn to face you, reinforcing the feeling. Another congruent message is 'I am disappointed by your behavior' accompanied by a negative nonverbal message (--). Sometimes the verbal and nonverbal messages may be incongruent. I may tell you that you have done a good job in a negative manner (+-). That is sarcasm. "You did a good job on that test!" when you failed.

It is better if the verbal and nonverbal messages match. Mixed messages are confusing to say the least.

INSTRUCTOR ACTIVITY

Show film: Communication: The Nonverbal Agenda

Draw a large square on the chalkboard. Divide the square into four boxes. Title the illustration: Verbal and Nonverbal Messages. Show congruent + verbal and + nonverbal; show congruent - verbal and - nonverbal; show incongruent + verbal and - nonverbal; show incongruent - verbal and + nonverbal.

STUDENT ACTIVITY

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
E. There are three major forms of nonverbal communication: 1. Facial 2. Gestural 3. Postural	List the three major forms of nonverbal communication on the chalkboard.	
F. Facial Communication. The face is a display system for feelings. No other form of nonverbal communication serves this function so effectively or efficiently. While the intensity of facial expressions varies, research suggests that ten basic classes of meaning can be communicated reliably: (a) happiness; (b) surprise; (c) fear; (d) anger; (e) sadness; (f) disgust; (g) contempt; (h) interest; (i) bewilderment; and (j) determination. Facial expressions sometimes combine different classes of meaning in "facial blends." Usually, the ten basic classes of facial meaning accurately reflect an individual's internal states. Therefore, they are important sources of information. Since facial expressions change very rapidly and are often subtle, the receiver must be alert and concentrate in order to interpret them.	Show transparency B. FACIAL EXPRESSIONS	Have class attempt all 10 facial expressions.

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
G. Gestural Communication. A gesture refers to the movement of some part or parts of the body such as the (a) head; (b) arms; (c) hands; or (d) legs. Many gestures are universally understood and can be used to simplify communication.	Demonstrate gestures for: be quiet, come here, etc.	
	Show transparency C. GESTURES.	
In a small group with close physical proximity, gestures serve two functions of major importance: (a) they are reliable cues as to a communicator's behavioral predispositions—that is, cooperative, defensive, or hostile behavior; and (b) they function to regulate interaction among group members. It is advisable to recognize these cues and be guided by them.		
Many important types of gestures communicate attitudes and feelings at the moment of the gesture. They also suggest rather accurately how an individual is apt to respond to suggestions, directives, demands, and so on at that particular point in time. Of the major types of gestures, the following seven are particularly important:		
1. Openness 2. Evaluation 3. Confidence 4. Self-control 5. Defensiveness 6. Suspicion & secretiveness 7. Nervousness	List the seven major types of gestures on the chalkboard.	
In a general sense, the first four types listed above can be viewed as positive; and the last three as negative.	Put a + before the first four (positive ones) and a - before the last three (negative ones.)	

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
One must always consider the general habits of an individual before you can read the nonverbal cues accurately. This background information on how an individual behaves under most circumstances will allow you to read variations and know whether the present behavior is really meaningful. For example, does the individual often pace and shake coins or car keys in his pocket or is he nervous today? Is this person angry and withdrawn or does she often sit quietly back from the group with her hands folded? Once you have established the routine behavior for someone, you are in a better position to understand the messages.		Have students show how they sit during a presentation when they disagree with the speaker or the content.
1. Open hands and the general relaxation of limbs often communicate an open attitude. In contrast, crossed arms and crossed legs can communicate defensiveness.		
2. Evaluation gestures take a number of forms. Such gestures suggest that an individual is actively involved in processing incoming information and in weighing the action around him. Stroking the chin or cheek are characteristic evaluation gestures. Timing is probably the key to identifying evaluation gestures. The thoughtful response is apt to be delayed with slow and methodical gestures.		

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
3. Confidence gestures may be identified in two ways. First, one should watch for gestures that would tend to contradict a feeling of confidence. Secondly, one should watch for gestures that are characteristically associated with the confident person. A confident person is likely to talk without hand-to-face gestures like covering the mouth and nose or scratching the nose. Consequently, in reading gestures for confidence, one should watch for a doubt or other negative gesture that would contradict the feeling that is being projected.		Have students demonstrate a confidence gesture and a gesture that demonstrates self-control.
4. Gestures used to communicate self-control can be quite revealing. Such gestures certainly imply that the individual is making an effort to curb an impulsive reaction or to prevent a nondeliberative and possibly irrational response. The clenched fist and lip biting are characteristic gestures of self-control.		
5. Of the seemingly negative types of gestures, defensiveness gestures are very important. They can take several forms, but often they suggest a literal attempt to block out unpleasant ideas and/or individuals. Crossed arms and legs are gestures of defensiveness.		
6. Gestures of suspicion and secretiveness are also readily identifiable because they tend to be distinctive. Slight, but slow and methodical rubbing of one's nose and turning one's body at least partially away from the object of suspicion are good examples.		

7. Gestures of nervousness are communicated in many ways, although some are difficult to detect. Fidgeting, tugging at one's clothing, and jingling money in one's pockets are representative examples. Hand-to-face gestures are perhaps the most significant. When you see a person tug on his ear or partially cover his mouth while speaking, it is usually a sign of nervousness. The frequency of such gestures may be a good measure of the level of tension.

H. Postural Communication.

To communicate the three basic types of meaning by posture one may:

1. Type 1 (inclusive or noninclusive) --place the body in such a way as to either invite or block interaction with others.

2. Type 2 (Vis-'A-Vis and parallel) --the Vis-'A-Vis postural orientation is used to communicate intimate feelings to a single individual whereas the parallel orientation signals a desire to communicate to the entire group.

3. Type 3 (congruent or incongruent)--assuming a position similar to, or congruent with, the person with whom one is communicating suggests agreement and possibly the perception of a status equal whereas an incongruent posture may suggest disagreement and disapproval.

While it is important to study posture cues used by others, one must also be conscious of the message communicated by his or her posture.

Show transparency D.
BODY POSTURE / ATTITUDES

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
I. One must be cautious about dealing with nonverbal signals. Many cues can be interpreted in various ways. The feelings expressed may be opposites. For instance, crossed arms may mean that "I am absolutely closed to what you are saying" and am hostile to the group activity.		
Conversely, crossed arms might simply mean that I am cold or it is a comfortable place to put my arms. The general public has become very interested in this topic. The publishing industry reflects this interest with an increase in such books as Dress For Success and Body Language. Occasionally this highly interesting subject lends itself to over-simplification and over-inspection. People should be cautious but aware of the messages.	Show transparency E. 3 FORMS OF NONVERBAL COMMUNICATION. Cover the words and have class list them on paper. Uncover transparency for self-check.	
III. Summary & Conclusions		
A. The language of behavior is extremely complex. Most of us are lucky to have under control one subcultural system--the one that reflects our sex, class, generation, and geographic region within the United States.	Distribute handout--Body Language	
B. Research has shown that, far from being a superficial form of communication that can be consciously manipulated, nonverbal-communication systems are interwoven into the fabric of the personality and, as sociologist Erving Goffman has demonstrated, into society itself. They are the warp and woof of daily interactions with others and they influence how one expresses oneself.		

Nonverbal communications signal to members of your own group what kind of person you are, how you feel about others, how you'll fit into and work in a group, whether you're assured or anxious, the degree to which you feel comfortable with the standards of your own culture, as well as deeply significant feelings about the self, including the state of your own psyche. For most of us, it's difficult to accept the reality of another's behavioral system. And, of course, few of us will ever become fully knowledgeable of the importance of every nonverbal signal.

C. Once identified and analyzed, nonverbal-communication systems can be taught, like a foreign language. Without this training, we respond to nonverbal communications in terms of our own culture; we read everyone's behavior as if it were our own, and thus we often misunderstand it.

"Shake not the head, Feet or Legs, rowl not the Eyes, lift not one eyebrow higher than the other, wry not the mouth, and bedew no mans face with your Spittle, by approaching too near him when you speak."
By George Washington at age 14.

NONVERBAL COMMUNICATION

☆Nonverbal Cues
Convey most
of our messages

☆ Feelings and Emotions
More easily
exchanged nonverbally

☆ Nonverbal Messages
Tend to be
more accurate

FACIAL EXPRESSIONS

GESTURES

BODY POSTURE/ATTITUDES

THREE FORMS OF NONVERBAL COMMUNICATION

1. FACIAL

2. GESTURAL

3. POSTURAL

TITLE: Body Language

INFORMATION SHEET NO:

INTRODUCTION:

This information sheet provides information on five basic channels of nonverbal communication.

REFERENCES:

Ardrey, R. (1966). The territorial imperative. New York: Atheneum.

Hall, E.T., & Hall, M. (1971, January). The sounds of silence. Playboy , 18(6), pp. 138, 140, 148, 204, 205.

INFORMATION:

Body language can include any non-reflexive or reflexive movement of a part, or all of the body, to communicate. People are usually aware of their verbal dialogue, but often don't realize that they communicate nonverbally as well. Verbal and nonverbal messages may be supportive of one another or there may be a discrepancy between the two.

Researchers have identified five basic channels of nonverbal communication.

1. Kinesics
2. Oculesics
3. Haptics
4. Proxemics
5. Chronemics

Kinesics

The study of bodily movements as a way of communicating is called kinesics. Examples include:

1. Italians have a tendency to use their hands and arms continually while talking (emphasis, not necessarily angry).

2. Black-Americans go through quite a ritualistic form of greeting at times (belonging, comradeship).

3. Among some orientals it is considered extremely rude to cross the legs and point your toes toward another person. Because the feet are the least honored part of your body and should be on the floor and not pointed toward others.

A gesture, like the one used by a hitchhiker, refers to the movement of some part(s) of the body such as the (a)

head, (b) arms, (c) hands, or (d) legs. Many gestures are universally understood and can be used to simplify communication.

In a small group with close physical proximity, gestures serve two functions of major importance: (a) they are reliable cues as to a communicator's behavioral predispositions--that is, cooperative, defensive, or hostile behavior; and (b) they function to regulate interaction among group members. It is advisable to recognize these cues and be guided by them.

Many important types of gestures communicate attitudes and feelings at the moment of the gesture. They also suggest rather accurately how an individual is apt to respond to suggestions, directives, demands, and so on at that particular point in time. Of the major types of gestures, the following seven are particularly important:

1. Openness
2. Evaluation
3. Confidence
4. Self-control
5. Defensiveness
6. Suspicion and secretiveness
7. Nervousness

In a general sense, the first four types listed above can be viewed as positive; and the last three as negative.

One must always consider the general habits of an individual before you can read the nonverbal cues accurately. This background information on how an individual behaves under most circumstances will allow you to read variations and know whether the present behavior is really meaningful. For example, does the individual often pace back and forth and shake coins or car keys in his pocket or is he nervous today? Is this person angry and withdrawn or does she often sit quietly back from the group with her hands folded? Once you establish the routine behavior for someone, you are in a better position to understand their body signals.

Open hands, and the general relaxation of limbs often communicate an open attitude. In contrast, crossed arms and crossed legs can mean defensiveness.

Evaluation gestures take a number of forms. Gestures of this type suggest that an individual is actively involved in processing incoming information and in weighing the action around them. Stroking the chin or cheek are characteristic evaluation cues. Timing is probably the key to identifying evaluation gestures. The thoughtful response is apt to be delayed with slow and methodical gestures.

Confidence gestures may be identified in two ways. First, one should watch for signals that would tend to contradict a feeling of confidence. Secondly, one should watch for gestures that are characteristically associated with the confident person. A confident person is likely to talk without hand-to-face gestures like covering the mouth and nose or scratching the nose. Consequently, in reading gestures for confidence, one should watch for a doubt or other negative cue that would contradict the feeling that is being projected.

Gestures used to communicate self-control can be quite revealing. Such gestures certainly imply that the individual is making an effort to curb an impulsive reaction or to prevent a nondeliberative and possibly irrational response. The clenched fist and lip biting are characteristic gestures of self-control.

Of the seemingly negative types of gestures, defensiveness gestures are very important. They can take several forms, but often they suggest a literal attempt to block out unpleasant ideas and/or individuals. Crossed arms and legs are signals of defensiveness.

Gestures of suspicion and secretiveness are also readily identifiable because they tend to be distinctive. Slight, but slow and methodical rubbing of one's nose and turning one's body at least partially away from the object of suspicion are good examples.

Gestures of nervousness are communicated in many ways, although some are difficult to detect. Fidgeting, tugging at one's clothing, and jingling money in one's pockets are representative examples. Hand-to-face gestures are perhaps the most significant. When you see a person tug on their ear or partially cover their mouth while speaking, it is usually a sign of nervousness. The frequency of such body signals may be a good measure of the level of tension.

To understand unspoken body language, kinesics experts often have to take into consideration cultural and environmental differences. The average person, unschooled in cultural nuances of body language, often misinterprets what he sees.

Body language, in addition to sending and receiving messages, if understood and used adroitly can also serve to break through defenses.

Oculesics

Oculesics deals with eye-to-eye contact or the avoidance of eye contact. Examples:

1. Italian men stare at women, especially if they

are attractive. This is meant to be a compliment to the lady.

2. American men and women will normally avoid eye contact for long periods of time and shift their gaze from one eye to another. It is considered rude to stare.

3. The avoidance of eye contact by the white American can be read by the black American as an indication that he does not exist or is not recognized as a person.

4. "Con men" will sometimes use eye contact excessively to make their victims feel nervous and therefore more susceptible to their suggestions.

The language of the eyes - an age-old way of exchanging feelings - is both subtle and complex. Not only do men and women use their eyes differently, but there are class, generation, regional, ethnic and national cultural differences. Americans often complain about the way foreigners stare at people or hold a glance too long. Most Americans look away from someone who is using his eyes in an unfamiliar way because it makes them feel uncomfortable. If a man looks at another man's wife in a certain way, he's asking for trouble. But he might not be ill mannered or seeking to challenge the husband. He might be a European who hasn't learned our visual mores. Many American women visiting France or Italy are embarrassed because, for the first time in their lives, men really look at them.

Analyzing the mass of data on the eyes, it is possible to sort out at least three ways in which the eyes are used to communicate (a) dominance vs. submission, (b) involvement vs. detachment, and (c) positive vs. negative attitude.

The eye is unlike any other organ of the body, for it is an extension of the brain. The unconscious pupillary reflex and the cast of the eye have been known by people of Middle Eastern origin for years - although most are unaware of their knowledge. Depending on the context, Arabs and others look either directly at the eyes or deeply into the eyes when conversing.

A psychologist at the University of Chicago, Eckhard Hess, was one of the first to conduct systematic studies of the pupillary reflex. It is said that his wife remarked, while watching him reading in bed, that he must be very interested in the text because his pupils were dilated. Following up on this, Hess slipped some pictures of nudes into a stack of photographs that he gave to his male assistant. Not looking at the photographs but watching his

assistant's pupils, Hess was able to tell precisely when the assistant came to the nudes. Dr. Hess's discovery of the unconscious widening of the pupil when the eye sees something pleasant has useful applications. For example, it could be of help in a poker game if the player is in the "know". When his opponent's pupils widen, he can be sure that his opponent is holding a good hand. The player may not even be conscious of his ability to read this sign, any more than the other person is conscious of telegraphing his own good fortune.

One common situation for most people involves the use of the eyes in the street and in public. Although eye behavior follows a definite set of rules, the rules vary according to the place, the needs and feelings of the people, and their ethnic background. For urban whites, once they're within definite recognition distance (16-32 feet for people with average eyesight), there is mutual avoidance of eye contact.

It's permissible to look at people if they're beyond recognition distance; but once inside this sacred zone, you can only steal a glance at strangers. You must greet friends, however; to fail to do so is insulting. Yet to stare too fixedly even at them is considered rude and hostile. Nor must we, in the crowded elevator, stare. There is a time interval during which we can look, and then we must quickly look away. We avoid eye contact, looking at the floor, the door, the floor selection buttons, etc., when housed in a tight situation with strangers.

Haptics

Often the most obvious type of body language is touch - the tactile form of communication. Examples:

1. American men shake hands when they greet each other. Closer physical contact with males under these conditions is not generally acceptable.

2. Egyptian and Chinese men may touch each other during conversations. This is a part of the communication process.

3. In some Oriental cultures, it is "taboo" for a boy and girl to touch at all in public, even if they are engaged. In other cultures such as France, boys and girls are quite open with physical contact while conversing. The United States is somewhere between these two extremes.

A light touch, a firm touch, the touch of a hand, or an arm around someone's shoulder, can send a more vivid and direct message than dozens of words. But such a touch must come at the right moment and in the right context. There are people who are "touchers", compulsive touchers, who seem completely impervious to body language requests not to. However, touching or fondling in itself can be a potent signal.

Proxemics

Another basic difference between people of different cultures and ethnic backgrounds is their sense of territory and how they handle space. For example:

1. In Taiwan and Saudi Arabia, as well as other countries in the Middle and Far East, interpersonal space is not as important as it is to Americans. Good friends who are both male might be seen walking hand in hand (doesn't mean they are different).

2. Italians feel differently about personal space between male and female than do Americans. Italian men will touch and even pinch an attractive woman. This is actually a compliment but American women have a difficult time understanding this.

3. Americans generally like to maintain a zone of about 18 inches around them under normal circumstances. Older people will generally allow this zone to be violated because of necessity, and it doesn't seem to matter to the very young indicating that this concept is learned.

4. Latin American men can make an American very uncomfortable when conversing, even about business, because they will stand much closer than that distance to which the American is accustomed (involvement, not aloof, friendly).

Our nonverbal language is partly instinctive, partly taught and partly imitative. One of the things inherited is the sense of territory. Robert Ardrey has written a fascinating book, The Territorial Imperative, in which he makes a case for his belief, that "territorial nature of man is genetic and ineradicable". There is little doubt that there is some territorial need in humans. How imperative it is remains to be seen.

We know from research that everyone has an invisible bubble of space around themselves, that contracts and

expands depending on (a) emotional state, (b) the activity being performed at the time, and (c) cultural background. This bubble is a kind of mobile territory that we try to keep for our own. If a person is accustomed to close personal distance between himself and others, his bubble will be smaller than that of someone who's accustomed to greater personal distance. People of North Europe - English, Scandinavian, Swiss and German - tend to avoid contact. Italian, French, Spanish, Russian, Latin American or Middle Eastern people like close personal contact.

People are sensitive to any intrusion into their spatial bubble. How we defend this area and how we react to intrusion, as well as how we encroach into other territories can all be observed. If someone stands too close to you, your first instinct is to back up. If that's not possible, you lean away and pull yourself in, tensing your muscles. If the intruder doesn't respond to these body signals, you may then try to protect yourself, using a briefcase, umbrella or coat. As a last resort, you may move to another spot and position yourself behind a desk or a chair that provides screening. Everyone tries to adjust the space around himself in a way that's comfortable for him; most often he does this unconsciously.

We know that the noise, pollution, crowding and confusion of our cities induce feelings of stress in most of us, and stress leads to a need for greater space. The man who's packed into a subway, jostled in the street, crowded into an elevator and forced to work all day in a small office without auditory or visual privacy is going to be very stressed at the end of his day. Stress from overcrowding is cumulative and people can tolerate more crowding early in the day than later; note the increased bad temper during the evening rush hour as compared with that in the morning. One factor in people's desire to commute by car is the need for privacy and relief from crowding (except, often, from other cars); it may be the only time of the day when nobody can intrude.

In crowded public places, we tense our muscles and hold ourselves stiff, and thereby communicate to others our desire not to intrude on their space and, above all, not to touch them. We also avoid eye contact, and the total effect is that of someone who has "tuned out". Walking along the street, our bubble expands slightly as we move in a stream of strangers, taking care not to bump into them. In the office, at meetings, in restaurants, our bubble keeps changing as it adjusts to the activity at hand.

A space to call your own. People have their preferred pew in church, their favorite bench in the park, their seat in a classroom, and so on. It is all a need for territory, for a place to call one's own. Perhaps it is an inborn and

universal need, though it is shaped by society and culture into a variety of forms. An office may be adequate or it may be too small, not according to the actual size of the room but according to the placement of a desk and chair. If the worker can lean back without touching a wall or a bookcase, it will usually seem big enough. But in a larger room, if his desk is placed so that he touches a wall when he leans back, the office may seem to be cramped from his perspective.

Man's use of space, Dr. Edward T. Hall, Professor of Anthropology at Northwestern University, believes, has a bearing on his ability to relate to other people. Dr. Hall has come up with four main distances in which most Americans operate. He lists these distances as (a) intimate, (b) personal, (c) social, and (d) public. As we might guess, they simply represent different areas we move in, areas that increase as intimacy decreases.

Intimate Distance. This can either be close, that is, actual contact, or far, from six to eighteen inches. The close phase of intimate distance is used for children clinging to a parent or our most private activities.

At this distance, you are overwhelmed by sensory inputs from the other person. When a man and a woman are not on intimate terms the close intimate situation can be embarrassing.

Between two women in our culture, a close intimate state is acceptable, while in an Arab culture such a state is acceptable between two men.

The far phase of intimate distance is still close enough to clasp hands, but it is not considered an acceptable distance for two adult male Americans. When a subway or an elevator brings them into a tight situation with strangers, they will automatically observe certain rigid rules of behavior, and by doing so, communicate with their neighbors.

They will draw their muscles in tightly, pull their elbows in and hold themselves as stiff as possible trying not to touch any part of their neighbors. If they do touch them, they promptly draw away or tense their muscles in the touching area. This action says, "I beg your pardon for intruding on your space, but the situation forces it and I will, of course, respect your privacy and let nothing intimate come of this."

If, on the other hand, they were to relax in such a situation and let their bodies move easily against their neighbors' bodies and actually enjoy the contact, they would be committing a social blunder.

Personal Distance. This second distance also has a close and far phase. The close phase is one and a half to two and a half feet. You can still hold or grasp your partner's hand at this distance. The far phase of personal distance, Dr. Hall puts at two and one half to four feet and calls this the limit of physical domination. This is the distance used to "keep someone at arm's length" and is the most common spacing for conversation.

Social Distance. This, too, has a close phase and a far phase. The close phase is four to seven feet and is generally the distance at which we transact impersonal business. It is the distance we assume when, in business, we meet the client from out of town, the new art director or the office manager. It is the distance the housewife keeps from the repairman, the shop clerk or the delivery boy. You assume this distance at a casual social gathering, but it can also be a manipulative distance. A boss utilizes this distance to dominate a seated employee--a secretary or a receptionist. To the employee, he tends to loom above and gain height and strength. He is, in fact, reinforcing the "you work for me" situation without ever having to say it.

The far phase of social distance, seven to twelve feet, is for more formal social or business relationships. The "Big Boss" will have a desk large enough to put him this distance from his employees. He can also remain seated at this distance and look up at an employee without a loss of status.

Public Distance. Finally, Dr. Hall cites public distance as the farthest extension of our territorial bondage. As before, there is a close phase and a far phase, a distinction which may make us wonder why there aren't eight distances instead of four. But actually, the distances are arrived at according to human interaction,not to measurement.

The close phase of public distance, twelve to twenty-five feet, is used by teachers in a classroom or a supervisor at a conference of workers. The far phase of public distance, twenty-five feet or more, is generally reserved for politicians where the distance is also a safety or a security factor, as it is with animals. It is interesting to note that certain animal species will let you come only within this distance before moving away.

At far public distance it is most easy to lie with the motions of the body. Actors are well aware of this, and they use the distance of the stage from the audience to create a number of illusions.

At this distance the actor's gestures must be stylized, affected and far more symbolic than they are at closer public, social or intimate distances.

Although most people don't realize it, space is perceived and distances are set, not by vision alone, but with all the senses. Auditory space is perceived with the ears, thermal space with the skin, kinesthetic space with the muscles of the body and olfactory space with the nose. And, once again, it's one's culture that determines how his senses are programmed - which sensory information ranks highest and lowest. The important thing to remember is that culture is very persistent.

Chronemics

The timing of verbal exchanges during conversation is called chronemics. For example:

1. The pauses between words or sentences by a speaker for emphasis.

2. Waiting to speak until another is finished to avoid being rude.

3. Some Oriental languages such as Vietnamese are very tonal and spoken very fast between peoples of that country. Meaning is found in tones, not pauses between words because there is a lack of this.

4. Some Italians and Latin Americans will speak rapidly and loud when angry and constantly interrupt each other.

Summary and Conclusions

How do people learn body language? The same way they learn spoken language - by observing and imitating people around them as they're growing up. Little girls imitate their mothers or an older female. Little boys imitate their fathers or a respected male. In this way, they learn the gender signals appropriate for their sex. Regional, class and ethnic patterns of body behavior are also learned in childhood and persist throughout life.

Once identified and analyzed, nonverbal communication can be taught/learned, like a foreign language. Without such training, we quite naturally respond to nonverbal communications, in terms of our own culture. We read everyone's behavior as if it were our own, and thereby frequently misunderstand the feelings, emotions, intentions, and motivations of others.

TITLE: Communication Styles

INFORMATION SHEET NO:

INTRODUCTION:

This information sheet provides an instrument which identifies a person's mixture of communication styles. It also provides a description of each of the four styles.

REFERENCE:

INFORMATION:

Background

Swiss psychoanalyst, Carl Jung, determined that we are all a mixture of four communication styles. He identified these styles as (a) Intuitor, (b) Thinker, (c) Feeler, and (d) Sensor. Jung believed that each person's mixture, although it may vary slightly over time, is inborn and relatively stable throughout life.

Carl Jung contends that success in relating to another person depends on the degree to which our communication styles are "in sync". By knowing more about our personal styles and by recognizing cues that indicate the other person's styles, we can work at bridging communication gaps.

To discover your own particular mixture of (a) Intuitor, (b) Thinker, (c) Feeler, and (d) Sensor, complete the instrument on page 2. When you've finished, read the directions for scoring.

Instrument Directions

Below are ten groups of four words each. In each group, put a 4 in the box next to the word that best describes you, a 3 by the word that describes you next best, a 2 by the word that describes you next best, and a 1 in the box by the word that is least descriptive of you.

1.	logical	☐	original	☐
	resourceful	☐	insightful	☐
2.	imaginative	☐	deliberative	☐
	spontaneous	☐	pragmatic	☐
3.	assertive	☐	persuasive	☐
	prudent	☐	creative	☐
4.	broad-brush	☐	detailed	☐
	empathic	☐	results-oriented	☐
5.	evaluative	☐	charismatic	☐
	objective	☐	sympathetic	☐
6.	probing	☐	perfectionist	☐
	idealistic	☐	stabilizing	☐
7.	hard-driving	☐	introspective	☐
	reserved	☐	original	☐
8.	receptive	☐	committed	☐
	ideological	☐	rational	☐
9.	analytical	☐	visionary	☐
	assertive	☐	introspective	☐
10.	innovative	☐	precise	☐
	loyal	☐	resourceful	☐

Scoring Directions

To obtain your score, write the following letters to the right of each box.

1. T,I,S,F
2. I,T,F,S
3. S,F,T,I
4. I,T,F,S
5. T,I,S,F
6. F,S,I,T
7. S,F,T,I
8. F,S,I,T
9. T,I,S,F
10. I,T,F,S

Once you've done that, find the 10 boxes followed by an I. Add up your scores from these 10 boxes and enter the total in the I box below. Do the same for T, S, and F. (The total of the four boxes should equal 100.)

I = ☐ = Intuitor F = ☐ = Feeler

T = ☐ = Thinker S = ☐ = Sensor

Comments

Your score in each communication style indicates the extent to which each is present in your personality. The following are descriptions of the four styles.

The Intuitor may seem aloof, a daydreamer. In reality, this person is forming global concepts, integrating experience in different ways, looking for meaning in each, and constantly searching to know the why behind each what. Being told that something is true is not enough. The intuitor must discover it from personal experience.

The Thinker has a strong need to be correct. This person demonstrates a structured and systematic approach to learning, gathering facts rather than ideas. The thinker is logical, organized and systematic, and enjoys collecting and processing information and giving much attention to detail and precision.

The Feeler enjoys dealing with the moods, feelings and emotions of self and others. Learning is visceral as much as verbal. This person is empathetic, sentimental and in tune with the feelings of others. Feelers are more concerned with the reactions of others than with objective reality.

The Sensor is a here-and-now, action-oriented person who gets to the point and expects others to do the same. This person dissipates anxiety through action rather than by imagining, analyzing or feeling. Restless and squirmy, the sensor is tapping feet or fingers while the mind races ahead.

No one style is better or worse than the others, and all four styles are present in each of us. Some people have a fairly even balance over the four styles. Most people, however, have a primary style that they've developed over the years. This style has little to do with intelligence or professional competence. All of us draw on all four styles in our communication with others. However, our primary style is our most "natural" one - the style we use most often and feel most comfortable with.

The value of knowing your stronger and weaker styles is explained by the concept know as styleflexing. Simply put, we will be much more effective in understanding others and helping them to understand us if we are able to flex, or modify, our natural style when we recognize that the person with whom we're communicating has a different mixture from our own.

Suppose you are a high sensor and are trying to sell an idea to someone who is a low sensor but a high feeler. You will probably do better if you flex your natural tendency to "come on strong". Instead of overwhelming a feeler by listing all the advantages of your idea, you would do better by appealing to the feeler's natural tendency to talk about the feelings that your idea elicits, and perhaps discuss how others have reacted to it.

MEDIA EVALUATION

Title: Communication: The Non-Verbal Agenda

16 mm: _____ No. of Reels: _____

Video Cassette: _____ No. of Cassettes: _____

Subject-Matter Field: COMMUNICATION

Date Produced: 1974 Producer: McGraw-Hill

Distributor/Source: McGraw-Hill Films McGraw-Hill Training Systems, P.O. Box 641, Del Mar, CA 92014 Phone (619) 453-5000

Sound: X Silent: _____ B&W: _____ Color: X Time Length: 30 min.

Rental Cost: $125.00 Purchase Price: _____ Preview Cost: Free

UT Library Code: 102796

Date of Evaluation: August 1984

Names and Titles of Evaluators: C.P. Campbell

SYNOPSIS: If a person says one thing, yet means another, the body will betray the words. The communication will vary from the verbalization. This film alerts viewers to the constant interpersonal flow of nonverbal communication, allowing them to recognize just what messages they are sending and receiving.

I. Write below the major purposes for which this film could be used. Rate probable value for each purpose.

	LOW				HIGH
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

II. Recommended grade level for above purposes:

Primary _____ Elementary _____

Junior High ____ Senior High __X__

College __X__ Adult __X__

III. Quality:	Poor	Fair	Good	Excellent
Sound	____	____	____	____
Photography	____	____	____	____
Narration	____	____	____	____

IV: Note special strengths or weaknesses:

V: Your general estimate of the value of the film:

Poor _____ Fair ____ Good __X__ Excellent _____

TOPIC 3

TIME MANAGEMENT

TOPIC: Time Management

CLASSROOM TIME: 1 Hour

INSTRUCTIONAL MATERIALS:

chalkboard, chalk, & eraser

Transparencies:

A. BARRIERS TO EFFECTIVE TIME MANAGEMENT
B. 80/20 RULE
C. SOME EFFECTIVE TIME MANAGEMENT TOOLS

Handout:
Time Management Codes and Personal Time Log

16 mm Film:
Time of Your Life (see attached media evaluation)

REFERENCES:

Lakein, A. (1973). How to get control of your time and your life. New York: Wyden Press.

Drucker, P. (1985). The effective executive. New York: Har-Row.

TERMINAL OBJECTIVE:

State orally in a class discussion five techniques which will enable people to organize their efforts and gain maximum time utilization.

OUTLINE OF INSTRUCTION | INSTRUCTOR ACTIVITY | STUDENT ACTIVITY

I. INTRODUCTION

A. Have you ever used any of these statements?

1. "Don't bother me with that; I just don't have the time."

2. "Where does he think I'm going to find time to do that?"

3. "Here we go again--one more job to do, but no time to do it."

4. "If I only had enough time, I could really do a good job on this."

5. "I can't seem to find enough time to do what I have to do and what I want to do."

6. "I wish I had more time to study for that test."

You've probably used one or two of those phrases during the past few months... in fact, some of us may have used all of them in the past week. All these protests and frustrations revolve around one central issue--**TIME**! Time is that thing that keeps happening, but we don't seem to be able to control it in any way. After all, we can't stop time, or slow it down, or speed it up. It just keeps ticking. So what do we do about it? Give up? Just keep griping and mumbling? No... We can learn to control it.

II. PRESENTATION

A. Control your time.

1. Alan Lakein is a management consultant who specializes in helping people manage their time more effectively. His thesis is that as you learn to control your time, you will come to control your life. Since most of us would like to feel that we have some control over our life, or want to get some more control over our life, perhaps we can do this by learning something about getting control of our time.

2. But why should we be concerned about our time? What's so important about it? Why is it so special? Because it is the scarcest resource we have available to us. Think about that. Time is the scarcest resource available to us. Why? Because time is totally inelastic...it is irreversible...it is irreplaceable. You may waste your money resources, but there is more money to be obtained by working for it. People resources can be wasted by your not using them correctly, or they quit, but there are more people in the world to help you get your job done. But once you've wasted time, you'll never get it back. While money and people may seem scarce occasionally, neither of them are in as short supply as time.

3. Another reason for a concern for time... unfortunately, there is no substitute for time. Whereas a computer may act as a substitute for people, nothing can substitute for time.

4. And one final reason why we should develop a healthy respect for time...unfortunately, everything takes time. As Peter Drucker, a noted management expert has said, "It is the one truly universal condition. All work takes place in time and uses up time. Yet most people take for granted this unique, irreplaceable, and necessary resource."

B. Beware of becoming a "time nut"; there is a tendency for a person who suddenly becomes aware of the importance of time to "go off the deep end." These people are definitely not pleasant to be around. They are constantly checking their watches, making time schedules for themselves, acting jittery about wasting time, telling people how important time is... and thereby warning others not to waste their time. Getting control of your time does not require that you become a "time nut." That is over-controlling your time and you soon become obsessed with it. The idea behind controlling your time is that you will work SMARTER, not HARDER. The more control you have over your time, the more free you feel to do all the things you want to do.

C. Do you have control over your time, or is it regulated by others? You can easily let yourself become a passive pawn if you decide that you have no way to control your time. If you feel that there are just too many demands on your time...that you just react to pressures as they occur...that controlling your time isn't possible because all the control seems to belong in other people's hands. Then you must take back some of that control that you have let others have over your time. That's right! You have given up control of your time... maybe not consciously, but nevertheless, you have given it up. And the reason you feel so helpless is because you have let others control your time. Let's face it - everyone wants a piece of your time:

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
1. Your friends 2. Your wife 3. Your kids 4. Your boss 5. Your church 6. Your Boy Scout Troop Leaders 7. Your Little League Coaches 8. Your relatives 9. Your political party	Write list on chalkboard.	
They all want a part of your time. But it's up to you to control it. Now we also have to be very realistic about this issue. There are some priorities which require certain decisions regarding who you are going to give some of your time to. In other words, even though you might prefer to give up 8 hours a day to be a coach for the Little League team, the priority of eating calls for you to give up those 8 hours to your employer so that you can survive. But how you use those 8 hours then becomes a new and challenging problem. How do I get the most out of the time that I have decided to give up to my employer. Do I just muddle along? Do I just react to crisis, and sit around and wait for them to happen? Do I get involved in little things that someone else should really be doing? Am I learning anything? Am I accomplishing anything? Do I feel like I'm living up to my real	Show transparency A. BARRIERS TO EFFECTIVE TIME MANAGEMENT	

potential, or am I just marking time? So you can see that even though you may have given up a certain amount of your time to an employer, you can do more with that time if you decide that you can exert some control over it. How do you do it?

D. You must learn to set priorities -- this is nothing new. You do it every day. You decide to watch TV rather than read a book. You decide to golf on Saturday rather than mow the lawn. You decide to jog over your lunch hour rather than eat those calories. You do it all the time. Anytime there is a choice of things to do, you set a priority when you make a decision about which alternative you select. So you're really already adept and skilled at setting priorities well. Let's face it -- some of our decisions about how we use our time are really ridiculous, especially when we look back on them.

E. How do you set priorities now? It's important for you to get a handle on this issue. The more you become aware of how you're setting priorities now, the more you'll be able to decide whether that's the way you want to continue to set them. Your choices for the way you spend your time will depend on your priorities. If you decide that your priority would be "advancement" because of the extra money, recognition and leadership opportunities, then spending time on professional reading or skill-building will take priority over a game of cards with your buddies.

1. Some of your priorities will be set by other people. For instance, if your supervisor gives you a specific task to accomplish by 4:00, your priority system will suddenly reflect this new input--that doesn't mean that your system is permanently paralyzed. It merely means that a new priority has

been placed at the top of your system...but only temporarily. On the other hand, priorities are based on goals. And if your goal is to be an outstanding worker, a guy who always does his best, then the new task fits your priorities quite well. That is, although you have a task that will require your time, you can meet your goal and priority by doing a good job on the task assigned to you.

2. If you don't have any goals in life--or at least can't put them down on paper because you've never had to do just that--then you would do well to spend some time tonight setting some goals. Make them very specific, not just fuzzy things like "be a better person." Take everything into consideration. Both your professional and personal life. What is it you want to accomplish?

3. Once you have these goals on paper, you will be able to see where your priorities should be placed. If you are operating under a set of priorities which does not reflect your true goals in life, then its time to change your priorities. That alone will help you get more control over your time. You won't be wasting it on unimportant activities.

F. ABC System - while there are many different ways one might prioritize all the things he has to do, one simple method is the ABC system proposed by Lakein. Just put an "A" next to the items on your list that have to be done and which have a high value; a "B" next to those of medium value; a "C" for those of low value. You make a few mistakes here, and it is just a subjective rating, but the idea is to force you to recognize that all items on the list are not equal--some are definitely more important than others. Next you can break these priorities down even further by assigning numbers to them: A-1; A-2; A-3, etc.

Write examples on chalkboard

1. But remember--your ABC's can change over time. Future events may require that a C become an A, or vice-versa. This means that you are going to be required to set priorities continually, but always with one thought in your mind: "What is the best use of my time right now?"

2. If you just asked yourself that question, and you answered, "To be playing golf rather than sitting here in this classroom," your answer is in need of further analysis--what that really means is that **we** think your priorities should match ours...reality indicates that your priorities and goals do not always match ours. But we hope you see the importance of the time management, because we're not interested in **wasting** your time.

G. Planning is required - you may find that much of your time is used up by commitments or decisions that you made to people, clubs or organizations a long time ago. You may also notice that unexpected crisis and interruptions make it difficult for you to keep those commitments and respond to crisis, but still want to have some time for **yourself**, then you're going to have to plan your time. Otherwise you'll never be able to reach those special goals you've set for yourself. "Ahah!" you say - "now we've reached the point of absurdity. Planning takes time, and that's what I'm short of - so stop bugging me." But time consultants have demonstrated that the less time you feel you have to spare, the more important it is for you to plan your time carefully. We're not talking about a daily "battle plan" which requires 2 or 3 hours a day to prepare. We're talking about a 5 or 10 minute period of time in which you look at what has to be done, check it against your personal priorities and set some "time guidelines" to follow the order to do what you want to do. The most important part of planning is determining what not to

spend your time on. Let's face it... there's a lot of garbage out there that you could spend your time on. Some of it shouldn't be done - some of it should be done by others. Good time management doesn't mean looking for ways to do all these things. It means doing only those things that need to be done by you.

H. "Do" lists - A method used by most executives and others interested in making the most out of their time is to draw up a "Things to Do" list...daily. Don't try to keep it in your head. Write it down. Once it is written you can assign A, B, or C priorities to the things on the list. Those things that you don't complete in one day, put them on the next day's list. If you find, after a few days, that one item never gets done, then examine it for 2 possibilities:

Write examples on chalkboard

I. What not to waste your time on--don't waste your time doing a bunch of "C's" just so you can say you didn't have time to do your "A's." That's just kidding yourself. Lakein suggests the "80/20 rule" that might help you decide about spending time on "C's" or "A's." The 80/20 rule says "80% of the value of the things on your list will come from only 20% of the items." Thus, in a list of ten items, doing 2 of them will yield most (80%) of the value. Therefore, find those 2 items, label them "A," and get them done. So don't get bogged down in the low-value activities...focus on the high-value items.

Show transparency B, 80/20 RULE

J. Swiss-Cheese Method - We often have a tendency not to start a job, or task, or assignment until we know we'll have enough time to complete it. That is, rather than spend the next hour working on that quarterly report that is due next week, I'll just wait until I've got a full 4 hours to devote to that task. Ever happen to you? Sure enough - you never seem to be able to find a full 4 hours all in one block of time. So you end up in a panic on the night before its due, and spend the

evening doing something that should and could have been done at work. The problem lies in our feeling that we have to do the job all in one sitting. That breaking the task into pieces would not be good because you might lose your train of thought. Don't you believe it. The Swiss-Cheese Method works. "Swiss-Cheesing" it means to make a bunch of small holes in the large task that has to be accomplished. Even if you have a task that you know will take 8 hours to accomplish, the Swiss-Cheese method says that if you only have 10 or 15 minutes to spend on it, just before a meeting; or just before lunch; or just before going home - do it! Get started! Put just a few words or thoughts down on paper. Start the project by making one small hole in that chunk of cheese. Soon you will find that 30 minutes here and an hour there, and 15 minutes here, will all add up to completing the job. Use those little periods of time to get started on the big tasks. Otherwise you'll never seem to find enough time.

K. A Philosophy of Time - Here are a few hints on how a time consultant (Alan Lakein) looks at his own time. Perhaps some of them will be useful to you:

1. Don't waste time regretting failures.
2. Don't waste time feeling guilty about what I **don't** do.
3. If it's important, you'll take the time to do it.
4. Be optimistic.
5. Enjoy whatever you're doing.
6. Try to get satisfaction out of every minute.
7. Examine old habits for possible elimination or streamlining.

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
8. Revise lifetime goals regularly.		
9. Put signs in your office reminding you of your goals.		
10. Plan and set priorities the first thing in the morning.		
11. Keep a list of specific items to be done each day.		
12. Give yourself special rewards when you've done important things.		
13. Work smarter rather than harder.		
14. Try to do only "A's," never "C's."		
15. Use the 80/20 rule.		
16. Ask yourself how you could best be spending your time right now.		
17. Do your thinking on paper.		
18. Set deadlines for yourself and others.		
19. Try not to waste other people's time.		
20. Delegate everything you possibly can to others.		
21. Relax and "do nothing" rather frequently.		
22. Recognize that inevitably some of your time will be spent on activities outside your control, and don't fret about it.		
23. Look for action steps to be taken now to further your goals.		
24. Concentrate on one thing at a time.	Show transparency C, SOME EFFECTIVE TIME MANAGEMENT TOOLS.	
25. Cut off nonproductive activities as quickly as possible.		

OUTLINE OF INSTRUCTION	INSTRUCTOR ACTIVITY	STUDENT ACTIVITY
III. SUMMARY & CONCLUSIONS		1. Recall class
A. Briefly summarize:	1. Summarize	2. Speech discussion
1. ABC System	2. Question/answer questions	3. Ask questions
2. Do lists		
3. 80/20 Rule		
4. Swiss-Cheese Method		
5. Philosophy of Time		
B. Question		
1. Why do people need to structure their time?		
ANS: To prevent boredom.		

BARRIERS TO EFFECTIVE TIME MANAGEMENT

1. Overcommitment- can't say no.
2. Values and objectives not clear.
3. Roles not properly defined.
4. Unusual family expectations.
5. Crisis management.
6. Assuming this state is a temporary condition.
7. Traditions of the work.
8. Physical illness.
9. Wasting time, regretting failures or feeling guilty about what you don't do.
10. Wasting other people's time.

80/20 RULE

"80% of the value of the things on your list will come from only 20% of the items."

SOME EFFECTIVE TIME MANAGEMENT TOOLS

1. Establish priorities - ABC system.
2. Delegate.
3. Use the 80/20 rule.
4. Ration time by activities.
5. Keep a personal time journal.
6. Establish proper working conditions.
7. Do a weekly self-evaluation.
8. Have a meeting with leader/subordinates as necessary.
9. Establish specific written long range goals and objectives.
10. Do first things first and one thing at a time.
11. Work smarter not harder.
12. Cut off nonproductive activities as quickly as possible.

TIME MANAGEMENT CODES

OBJECTIVE: To identify how you spend your time in various roles, human values and activities.

CODES	ACTIVITY	INCLUDE SUCH THINGS AS	
1.	Community/Voluntary Service	Lodge Meetings PTA	Little League
2.	Recreational/Family Social/Cultural	Playing with youngsters Shows Exercising Partying Picnicking Poker Playing	Camping Movies Watching TV Office Functions Church Going
3.	Personal Activities Self-Service/Education	Reading Formal Schooling Shopping	Life Necessities Eating Intimacy
4.	Work (Livelihood)	Professional	
5.	Work (At Home)	Yard	Repairs
6.	Transiting	To Work/Home	To School/Home
7.	Relaxing (Other Than Normal Sleep Hours)		Doing Nothing
8.	Miscellaneous	Things which are one of a kind or which does not lend itself to the above categories.	
9.	Other (See Instruction #5)		

INSTRUCTIONS:

1. Use the attached personal time log to document how you spend your time. Documentation should be every 15 minutes.
2. The personal time log is flexible in that it will allow each person to document their time on a basis of their normally awaken hours - e.g. if you sleep only 5 or 6 hours a day, documentation will be for 18 or 19 hours, etc...
3. Under the appropriate code/block, blacken or color in the time blocks for the amount of time spent doing each activity.
4. Total up time for each code/activity daily and place the totals in the space provided on your personal time log.
5. The activities listed above are not all inclusive. If you cannot document your time in the suggested broad categories, use code nine (9) and label it with something which is comfortable to you.

PERSONAL TIME LOG

CODES:	1	2	3	4	5	6	7	8	9
0600									
15									
30									
45									
0700									
15									
30									
45									
0800									
15									
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0900									
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TOTAL HOURS FOR EACH DAY

CODE: 1
2
3
4
5
6
7
8
9

MEDIA EVALUATION

Title: "Time of Your Life"

16 mm: X Video Cassette: ____ No. of Reels/Cassettes: 1

Subject-Matter Field: Time management

Date Produced: _____ Producer: _____

Distributor/Source: _____

Sound: X Silent: ____ B&W: ____ Color: X Time Length: 26 mins.

Rental Cost: _____ Purchase Price: _____ Preview Cost: _____

UT Library Code: HD38.T53

Date of Evaluation: July 16, 1984

Names and Titles of Evaluators: Clifton P. Campbell

SYNOPSIS:

A discussion of the ideals for effective time management presented in Alan Lakein's book How to Get Control of Your Time and Your Life. These include:

1. List goals and set priorities.
2. Prepare a daily "to do" list.
3. Prioritize and stick with order.
4. Ask "What is the best use of my time right now?"
5. Handle each piece of paper only once.
6. Avoid procrastination.

I. Write below the major purposes for which this film could be used. Rate probable value for each purpose.

	LOW HIGH
1. Supervision and management training.	1 2 3 4 (5)
2. Vocational-technical education class for trainers.	1 2 3 4 (5)
3. Program to improve worker efficiency.	1 2 3 (4) 5

II. Recommended grade level for above purposes:

Primary	_____	Elementary	_____
Junior High	_____	Senior High	_____
College	X	Adult	X

III. Quality:

	Poor	Fair	Good	Excellent
Sound	_____	_____	_____	X
Photography	_____	_____	_____	X
Narration	_____	_____	_____	X

IV. Note special strengths or weaknesses:

Good ideals for effective use of time to get control of time and life were presented. Time management is a relevant subject and the film could be of value to anyone. Wide appeal for any audience.

V. Your general estimate of the value of the film:

Poor _____ Fair _____ Good _____ Excellent X